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ABSTRACT

The articulation model presented in this handbook was developed by Santa Fe Community College as part of an articulation project conducted jointly with the Santa Fe Public School District in 1990-91. The purpose of the model is to provide guidelines for the development of articulation agreements between various secondary and post-secondary institutions throughout the State of New Mexico. The model is divided into seven major sections. Section 1, the introduction, provides an overview of the articulation project model and discusses the administration of an articulation project. Section 2 outlines the steps necessary to create articulation agreements. Training sessions and workshops are discussed in section 3, while the student participation process is highlighted in section 4. Section 5 discusses the use of brochures, presentations, publications, and career fairs/college days to promote articulation. Section 6 considers the evaluation of articulation agreements. Section 7 consists of a series of 22 appendixes providing timelines, task force and committee lists and letters, and other articulation forms, agreements, and development processes. A list of terminology related to articulation is attached. (JMC)

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Secondary to Post-Secondary Articulation Project Model

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Articulation Project Model

The Santa Fe Community College (SFCC) and Santa Fe Public School District Articulation Project is coordinated by Santa Fe Community College, Division of Instruction.

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July, 1991

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SANTA FE COMMUNITY COLLEGE

ARTICULATION MODEL

OUTLINE

1. Introduction
   - A. General Guidelines for Administration of an Articulation Project
   - B. Role of the Articulation Coordinator
   - C. Articulation Project Model Diagram
   - D. Articulation Project Model Description
2. Agreement Development
   - A. The First and Second Articulation Meetings
   - B. Instructional Council Review of the Articulation Methods
   - C. Creation of the Articulation Agreements
     1. Standardized Articulation Agreement
     2. Matrix Development
   - D. The Third Articulation Meeting
   - E. Completion of Administrative Work on the Articulation Project
3. Training Sessions/Workshops: Inservice Training for School Personnel
   - A. Faculty
   - B. Counseling Staff
   - C. Admissions Staff/Registrar
4. Student (Secondary) Participation Process
5. Promotion
   - A. Brochures
   - B. Presentations
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6. *Evaluation*

   A. *Articulation Agreements (Update)*

   B. *Project Success*

7. *Appendix*

   A. *Project Objectives*
   B. *Timeline for Articulation Project*
   C. *Advisory Council Member List*
   D. *Letter to Advisory Council Members*
   E. *Agenda for First Meeting (Advisory Council)*
   F. *Responsibilities of Advisory Council Members*
   G. *Task Force Committees Lists*
   H. *Letter to Task Force Members*
   I. *Cover Letter for Task Force Working Materials*
   J. *Methods of Articulation*
   K. *Agenda for Second Meeting (Task Forces)*
   L. *Responsibilities of Task Force Members*
   M. *Task Force Worksheets*
   N. *Task Force Recommendations Form*
   O. *Recommendations for Non-Articulating Areas*
   P. *Articulation Agreement Guidelines*
   Q. *Articulation Agreement Form*
   R. *Articulation Matrix*
   S. *Agenda for Third Meeting (Advisory Council)*
   T. *Counselor's Role*
   U. *Articulation Application Form*
   V. *Brochure*

8. *Terminology Related to Articulation*

SANTA FE COMMUNITY COLLEGE
ARTICULATION MODEL

1. INTRODUCTION

Articulation is the systematic coordination of course and/or program content within and between educational institutions to facilitate the continuous, efficient progress of students from grade to grade, school to school, and from school to work. Articulation reduces duplication of coursework and/or enhances the curriculum by providing students with advanced technical skills. Articulation between secondary and post-secondary levels creates opportunities for schools to provide programs that better serve students, employers, and the community.

Articulation aligns programs between secondary and post-secondary institutions, promotes smooth transition through various educational levels, reduces delay and duplication in moving from one educational level to another, and encourages cooperation among educational institutions.

The goal of articulation is to provide the best-trained students with the most efficient use of resources.

About the Project

During the 1990-1991 academic year, Santa Fe Community College (SFCC) conducted an Articulation Project jointly with the Santa Fe Public School District (SFPSD). This project was funded in part through a grant from the New Mexico State Department of Education, Vocational-Technical and Adult Education Unit. The project had several goals and objectives, one of the main ones being the development of this Articulation Model.

About the Model

The purpose of this model is to provide guidelines for the development of articulation agreements between various secondary and post-secondary institutions throughout the State of New Mexico. It was adapted from several models currently being used throughout the United States.

Suggestions for Use

This model has been designed to provide possible directions and methods for administering the process of articulation between secondary and post-secondary institutions. It is suggested that the reader note that the model is procedural in format as well as descriptive of the events that occurred during the 1990-1991 Articulation Project. Therefore, note that referenced activities are only suggestions and are reflective of the organizational possibilities available to SFCC and the SFPSD. It is our intent that any institution using this model will adapt the process to meet the possibilities available to them.

Terminology

A section of this Model (Section 8) is devoted to terminology. These terms are important to the subject of Articulation and require specific definition. The definitions are those adopted by SFCC and SFPSD.

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A. GENERAL GUIDELINES FOR THE ADMINISTRATION OF AN ARTICULATION PROJECT

To ensure the success of the articulation process, it is essential to involve as many key people as possible.

Chief Administrator

The chief administrators (or their designees) of each institution should meet to assess the needs of the students and institutions involved as well as the benefits to be derived from articulation agreements. In addition, they will recommend specific objectives for the project. (Appendix A lists the objectives for the SFCC/SFPSD Articulation Project.)

Articulation Coordinator

A person from each institution should be designated as articulation coordinator to assume the leadership role for his/her school. Because this person performs one of the key roles, his/her responsibility will be outlined later.

Advisory Committee

An advisory committee should be established to assist in setting goals and the direction for the articulation project. A primary goal of the committee should be to enhance communication between the secondary and post-secondary institutions. This committee can be responsible for selecting appropriate faculty for the technical task forces as well as programs to be articulated. It can also recommend approval of the completed articulation agreements.

Technical Task Forces

Faculty, department, and division heads from the secondary and post-secondary institutions should be selected to serve as task force members based on Advisory Council recommendations. Their responsibility should include developing and implementing program articulation agreements based on competencies and/or course outcomes.

B. ROLE OF THE ARTICULATION COORDINATOR

The articulation coordinator assumes the leadership role in the articulation process and has many responsibilities. It is the primary responsibility of the coordinator to identify goals, budgetary needs, timelines (Appendix B for example), criteria, format, and procedures for institutional articulation agreements as well as specific requirements or the formalization of the articulation process.

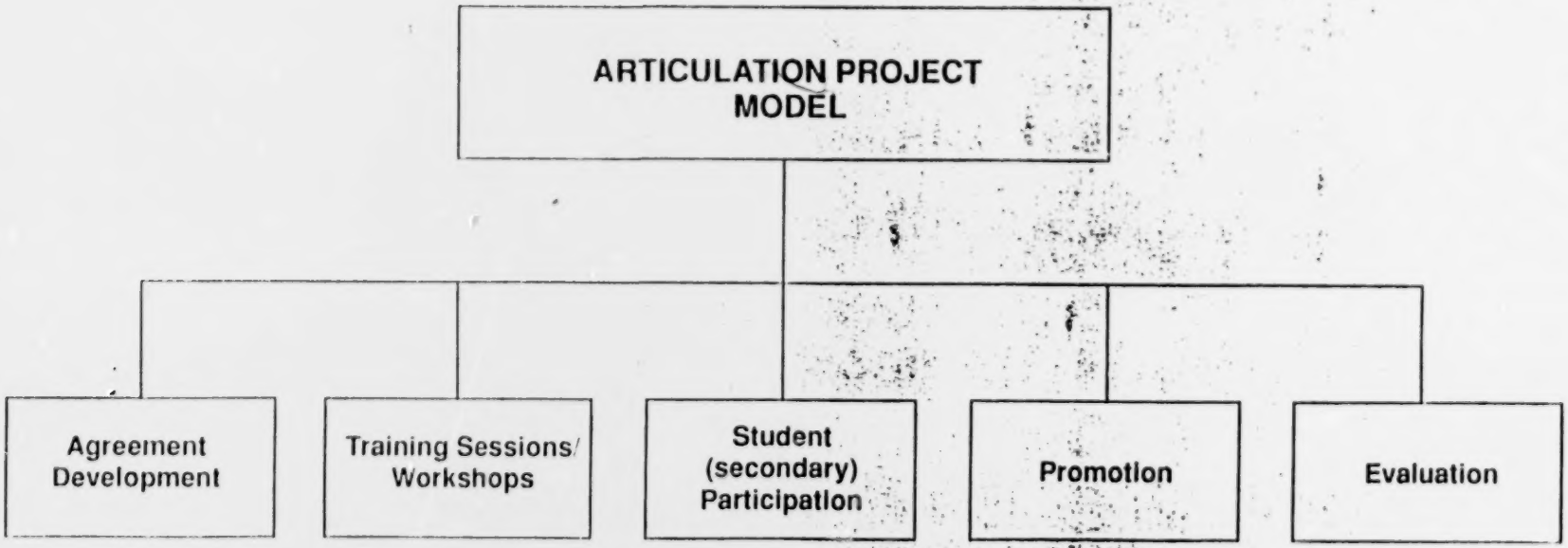
C. ARTICULATION PROJECT MODEL DIAGRAM

The following diagram depicts the organizational structure of the project. Five major activities are involved in this structure. Note that the Articulation Coordinator has the primary responsibility for overseeing the five major activities:

1. *Agreement Development*
2. *Training Sessions/Workshops*
3. *Student (Secondary) Participation Process*
4. *Promotion*
5. *Evaluation*

Santa Fe Community College

Articulation Coordinator



D. ARTICULATION PROJECT MODEL DESCRIPTION

The model introduced contains five major activities as shown in the previous diagram. (Procedures for each activity are outlined in a separate section of this notebook, and each activity is depicted by diagram.) Following is a short description of each of the five activities.

Agreement Development

Agreement Development outlines the steps necessary to achieve creation of the articulation agreements.

Training Sessions/Workshops

Training Sessions/Workshops involve in-service opportunities for all administrators and faculty at both the secondary and post-secondary levels. The in-service activities should be used to disseminate information about articulation as well as to provide training to individuals on their roles and responsibilities toward articulation.

Student Participation

Student Participation outlines the role of the secondary student from the beginning of the articulation process (at their high school) to the end of the process (at the community college).

Promotion

Promotion entails developing and implementing a comprehensive marketing plan. This marketing plan is targeted at students, parents, and faculty.

Evaluation

Evaluation requires the development and implementation of a formal process for review of the articulation plans on an annual basis as well as assessment of student outcomes.

IMPORTANT NOTE:

Although a separate section is being devoted to each activity, it is important to remember that the activities are dependent on each other. In addition, some of the tasks within each activity occur concurrently. The following diagram outlines the relationship of one activity to another.

Activities Relationship Chart

All five activities involved in this model are interrelated. Agreement Development serves as the main planning activity. It is, therefore, the activity from which the other four activities are conducted. The procedural flow which defines the model is as follows:

Agreement Development is the catalyst which initiates the need for Training Sessions/Workshops. Once these two steps have been completed, the Student Participation activity can begin. Evaluation is done on an annual basis, and results will identify possible changes which lead back to the activity of Agreement Development. Promotion is an activity which is ongoing to ensure continued student participation.

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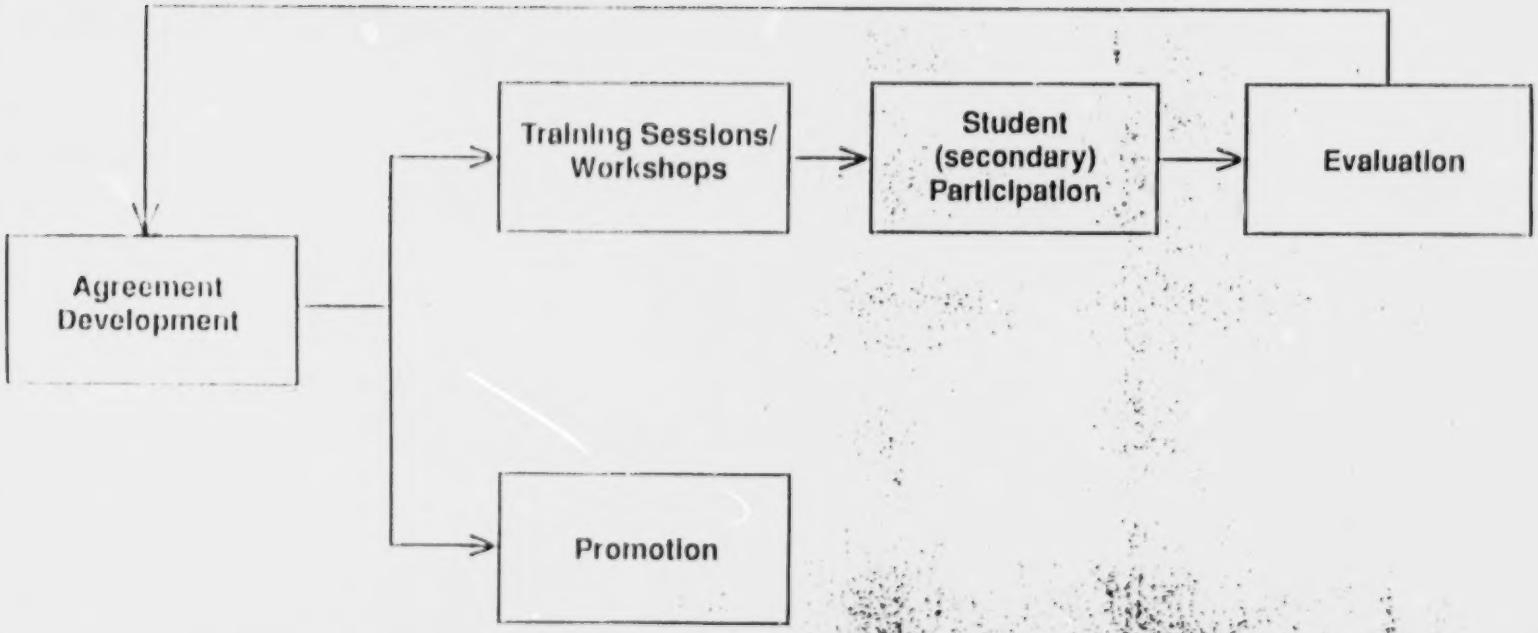
ARTICULATION PROJECT MODEL

ACTIVITIES



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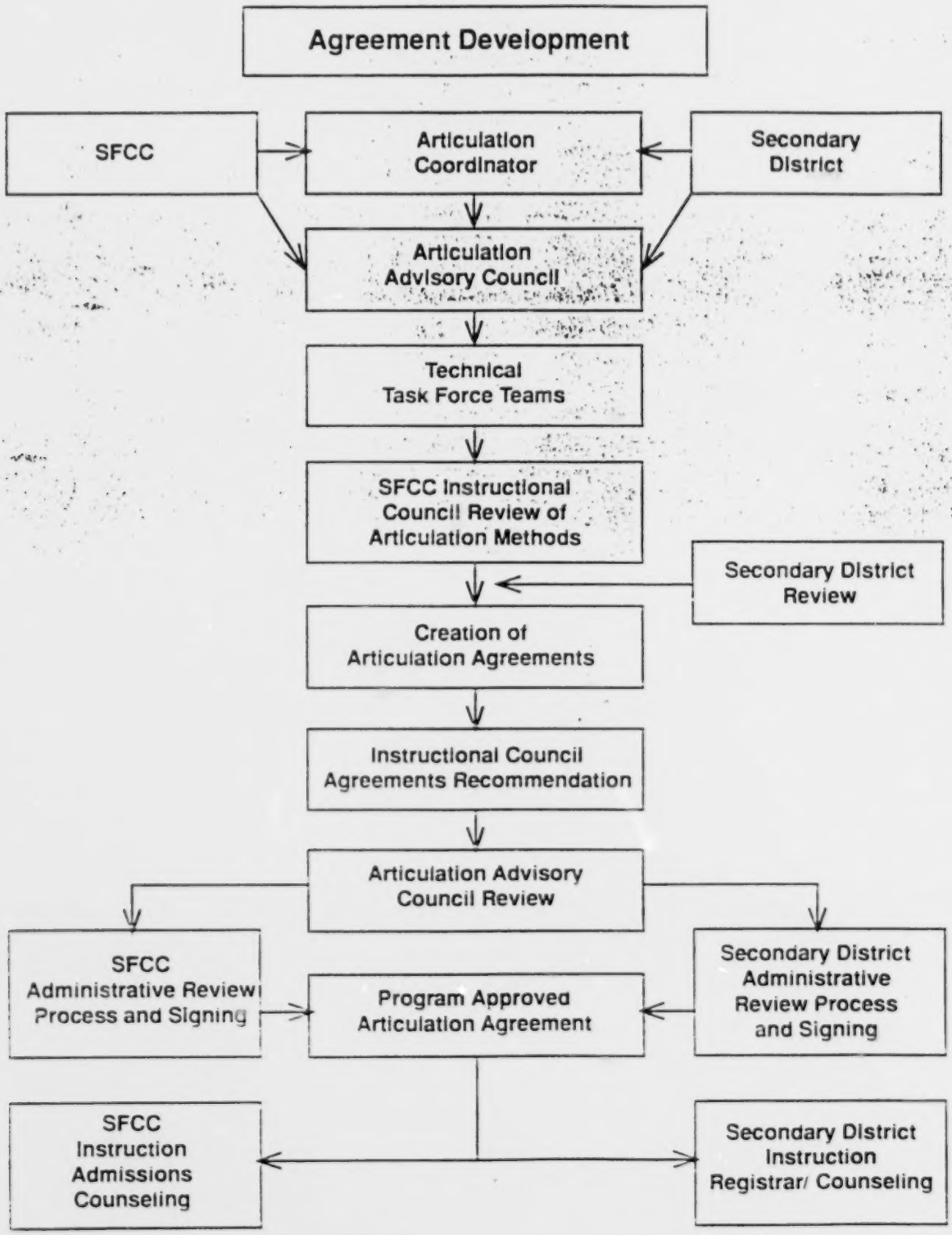
ARTICULATION PROJECT MODEL



2. AGREEMENT DEVELOPMENT

The Agreement Development Process can be lengthy. It involves many steps necessary to achieve the creation of the agreements. Incorporated throughout is a series of meetings and working sessions involving all groups mentioned in the General Guideline of Section I. Following is a description of the process for conducting the series of necessary meetings.

A. THE FIRST AND SECOND ARTICULATION MEETINGS

The First Meeting -- The Advisory Council

In preparation for the first meeting, the following activities should take place:

1. Appoint an articulation coordinator. Each institution participating in the development of articulation agreements should select an individual who is given time to coordinate articulation activities. (The SFCC/SFPSD Project Coordinator is an employee of SFCC.)

2. Determine participating schools. (A mutual decision on the part of SFCC/SFPSD was made to include all district high schools in the project.)

3. Enlist support from key administrative personnel. To ensure the success of the articulation process, it is crucial to involve the top administrators, i.e., superintendent, principal, director, president, and dean of instruction, from each participating institution. Personal contact should be made with each of the key people prior to the first advisory meeting to discuss the articulation process and enlist recommendations for the Articulation Advisory Council.

4. Appoint an Articulation Advisory Council. (See Appendix C for list of SFCC/SFPSD Advisory Council members.) The key administrator may delegate this responsibility to an assistant principal at the secondary level or a division head at the post-secondary level. Also included should be secondary department chairs, counselors, a parent, and a secondary student.

   Note: After selections are completed, it is recommended that a letter be sent to all the new appointees indicating the location, date and time of the first meeting. A copy should be sent to the key administrators. (A sample letter is enclosed as Appendix D.)

5. Arrange the meeting site and time. In preparation for the meeting, a folder can be developed for each advisory member. Suggestions for inclusions in this folder are

   a) an agenda (a sample agenda is included as Appendix E),
   b) an outline of the responsibilities of advisory members, (see Appendix F)

c) the objectives of the advisory council,
d) a matrix of possible courses/programs for articulation,
e) a list of advisory council members and their respective institutions,
f) addresses and phone numbers,
g) name tags.

The first meeting should be organized and directed by the articulation coordinator(s) who serve(s) as the chairperson (or co-chairperson) of the Council. Activities should include but do not have to be limited to

1. a welcome to advisory council members by the key administrator from the high school,

2. introduction of advisory council members,

3. presentation of the objectives of articulation and the responsibilities of advisory council members,

4. presentation of the concept of articulation,

5. selection of programs for possible articulation,

6. appointment of Technical Task Force Members. There should be at least one task force member from each program at each institution who has expertise in curriculum design. (See Appendix G for list of SFCC/SFPSD Task Force Members.)

The Second Meeting -- The Technical Task Force

To ensure a successful meeting of the Technical Task Force(s), it is suggested that the following be completed prior to the meeting:

1. Send a letter to task force members advising them of their assignment and including the date and site of the first meeting. They should be asked to prepare copies of their course syllabi, competencies, course descriptions, and objectives which will be reproduced and distributed to respective task force members prior to the meeting. This will enable each task force member to familiarize himself/herself with the curricula, identify common competencies and examine course content before beginning articulation discussions. (See Appendices H and I for examples.)

2. Develop worksheets to be utilized by task force members to compare competencies and course content, determine articulation methods during the meeting. Also prepare a worksheet which can be used to identify non-articulating course(s).

3. Create a document entitled "Methods of Articulation." This will be utilized extensively by task force members as they determine how to grant advanced placement credit (see Appendix J). It is

advisable to obtain approval for this document from a council or committee designated to review policy. This will ensure compliance with post-secondary academic regulations.

4. *Create a folder for task force members. This could include but not be limited to*

    a) *an agenda (see Appendix K),*
    b) *an outline of the responsibilities of task force members (see Appendix L),*
    c) *a list of task force members and their respective institutions,*
    d) *addresses and phone numbers,*
    e) *name tags.*

    Copies of "Methods of Articulation," the "Articulation Worksheet," and "Worksheet for Non-articulating Programs" can also be included or distributed during the meeting.

The articulation coordinator(s) should organize and direct the second meeting. The activities are recommended but not limited to

1. *A welcome to task force members by the host school's key administrator.*

2. *An introduction of task force members and articulation coordinator(s).*

3. *A presentation of the concept of articulation. In order to complete the goals of the meeting, it is suggested that the following steps be taken:*

4. *Divide task force members into program area groups for examination and discussion of course content. The goal of this meeting is to have all members of a task force group agree on competencies or commonalties existing between courses taught at the secondary and post-secondary level.*

5. *After examining curriculum and course content, have each group complete a written report utilizing the "Task Force Worksheet" (Appendix M). This worksheet will identify the course(s) which articulate by listing common competencies. Recommendations for methods of articulation of each program are made by using the Techical Task Force Recommendation Form (see Appendix N). Comments related to non-articulating programs should be completed on the complete the "No Articulation Possible Worksheet" (see Appendix O) with suggestions for making articulation a reality for these areas in the future.*

6. *At the end of the meeting, remind individual groups that they may have to meet again, if necessary, to complete the work.*

B. INSTRUCTIONAL COUNCIL REVIEW OF ARTICULATION METHODS

Prior to creation of the agreements, any new methods of granting credit at the community college should be approved by the governing body which creates policy related to instructional matters. (At SFCC this body is the Instructional Council.) Simultaneously, the Secondary District should review the methods. (The SFPSD Assistant Superintendent of Instruction took responsibility for this process.)

C. CREATION OF THE ARTICULATION AGREEMENTS

Creating agreements can be a difficult task; therefore, it is suggested that two documents be created to facilitate the process:

1. Standardized Articulation Agreement. A standardized format articulation agreement can be developed utilizing the guidelines recommended in this model. (SFCC/SFPSD guidelines, Appendix P.) Since many sample forms exist, select one which will satisfy the needs of your institution. A standardized form allows for individualization of each articulating program while maintaining the same format for all programs within an institution. (The format used by SFCC/SFPSD is enclosed as Appendix Q.) Because the articulation agreement represents a contract between institutions, strict adherence to details is essential.

2. Matrix. A matrix will be a helpful device in the process. It should be developed when the task force meetings are completed and should delineate the articulating courses and establish the requirements for articulation of each individual program. The matrix also serves as an important training instrument and as a permanent record for use by high school counselors and college admissions and guidance personnel in advising students. It can be updated as new courses/programs articulate. (See Appendix R.)

Once created, the Standardized Articulation Agreement and the Matrix are used in the development of the individual agreements in the following manner. A separate agreement for each program is assembled by inserting the programs specific content from the Matrix into the Standardized Articulation Agreement. As much of the wording within each agreement is repetitious, this method will save time and prove more efficient.

D. THE THIRD ARTICULATION MEETING

The Third Meeting -- The Advisory Council

To prepare for the third meeting, complete the following activities. (A sample agenda for this meeting included in Appendix S.)

1. Prepare minutes of the first advisory council meeting for distribution to attendees.

2. *Prepare copies of the completed articulation agreements for distribution at the meeting.*

3. *Send a letter to council members stating the date, site, and purpose of the meeting.*

The following activities for the third meeting are recommended but not limited to

1. *a welcome by a key administrator,*

2. *an introduction of advisory council members,*

3. *a review of the articulation project activities to update members on the work that has been accomplished*

4. *a review of the Articulation Application Form and procedures with council member, (An Application Form is included in the Appendix and is referenced at a later point in this model.)*

5. *a review the articulation agreements with a request for recommendation of approval of the contents of the agreements.*

E. COMPLETION OF ADMINISTRATIVE WORK ON THE ARTICULATION PROJECT

Although articulation is an ongoing activity, there are some suggested activities designed to bring closure to the project at the end of the academic year. These activities are necessary to complete administrative work for the term:

1. *Send a letter to task force members expressing appreciation for their participation.*

2. *Prepare minutes of the third meeting for distribution at next year's review meeting.*

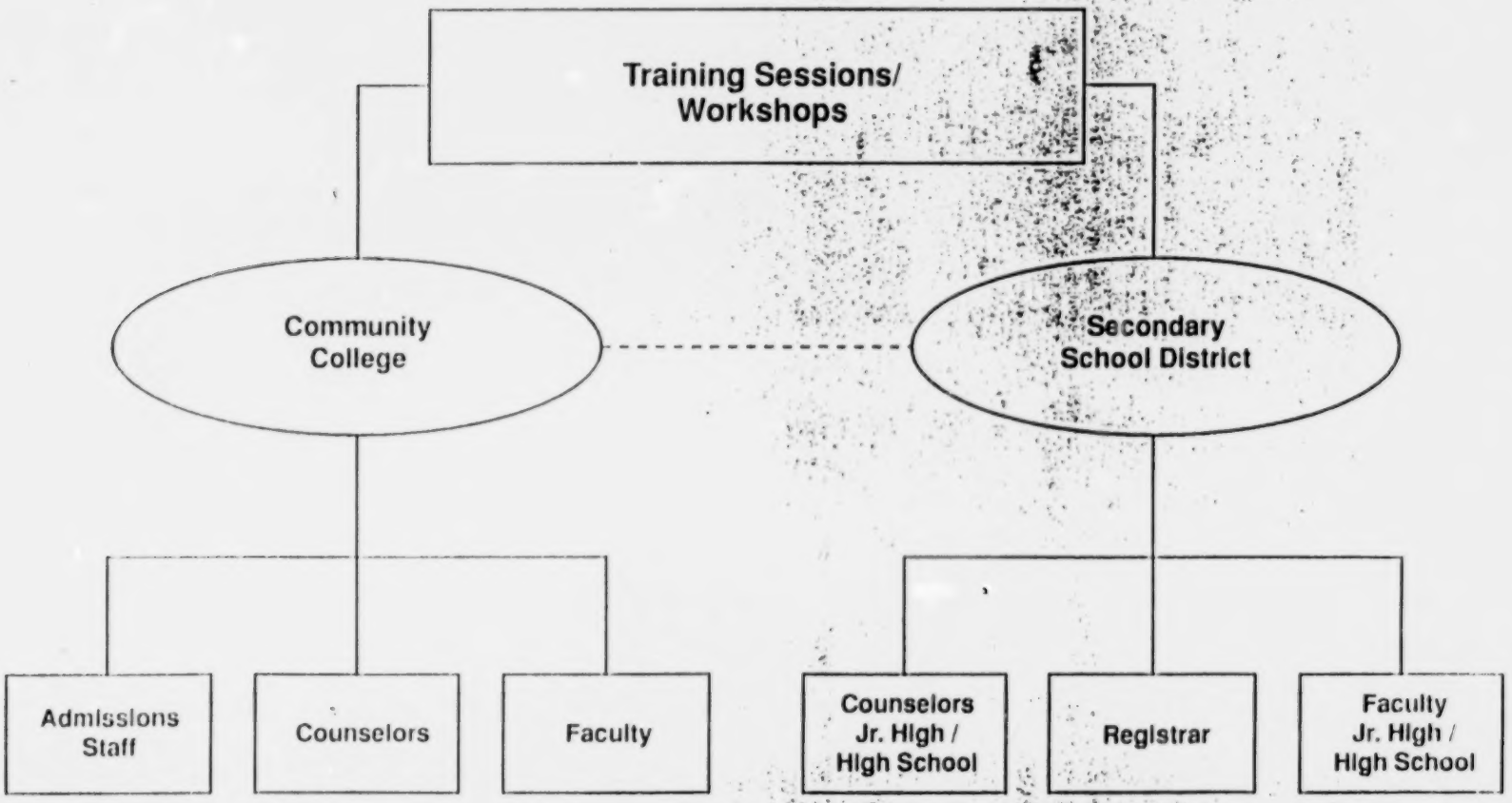
3. *Complete and individualize the articulation agreements for each program and institution.*

4. *Obtain signatures on the final articulation agreements.*

5. *Ensure that completed sets of documents are filed with the secondary district Office of Instruction, registrars and counseling departments at each high school, and the Offices of Instruction, Admissions, and Guidance at the Santa Fe Community College.*

Santa Fe Community College

ARTICULATION PROJECT MODEL



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3. TRAINING SESSIONS/WORKSHOPS: INSERVICE TRAINING FOR SCHOOL PERSONNEL

Once articulation agreements have been negotiated and finalized by secondary and post-secondary institutions, the training of key school personnel is essential. They provide the main conduit by which high school students will access the opportunities available through articulation. Training personnel can be accomplished in many ways and involves all levels of personnel.

When training counselors, an effective method is to bring both junior high and high school counselors to the community college for an all-day workshop. This format allows counselors to gather together, away from their daily duties, introduces them to the opportunities available for their students at the community college, and above all allows for an intense workshop on the benefits of vocational education and articulation. After the initial workshop, additional in-servicing can take place at each secondary school to reinforce the concepts and specifics introduced at the workshop. Training vocational instructors, college faculty, admissions staff, and registrars can be accomplished in a similar manner through the use of workshops or information sessions.

To ensure the success of the articulation process, faculty, counselors, and admissions staff/registrars must assume certain responsibilities. The following outlines suggestions for each group's role in the articulation process:

A. FACULTY (Secondary)

1. *Inform students of the articulation options.*
2. *Provide articulation application forms to students.*
3. *Recommend approval or disapproval of a student's application to articulate.*

B. COUNSELORS

Counselors play a very important role in the articulation process. It is important that this role be clearly outlined. (A sample of the document used by SFCC/SFPSD to delineate this role is included as Appendix T.) A brief list includes:

1. *Inform students about articulation options.*
2. *Provide articulation application forms to students.*
3. *Maintain copies of the student's articulation application(s) in the student's files.*

C. *ADMISSIONS STAFF/REGISTRARS*

1. *Maintain updated articulation agreements on file.*

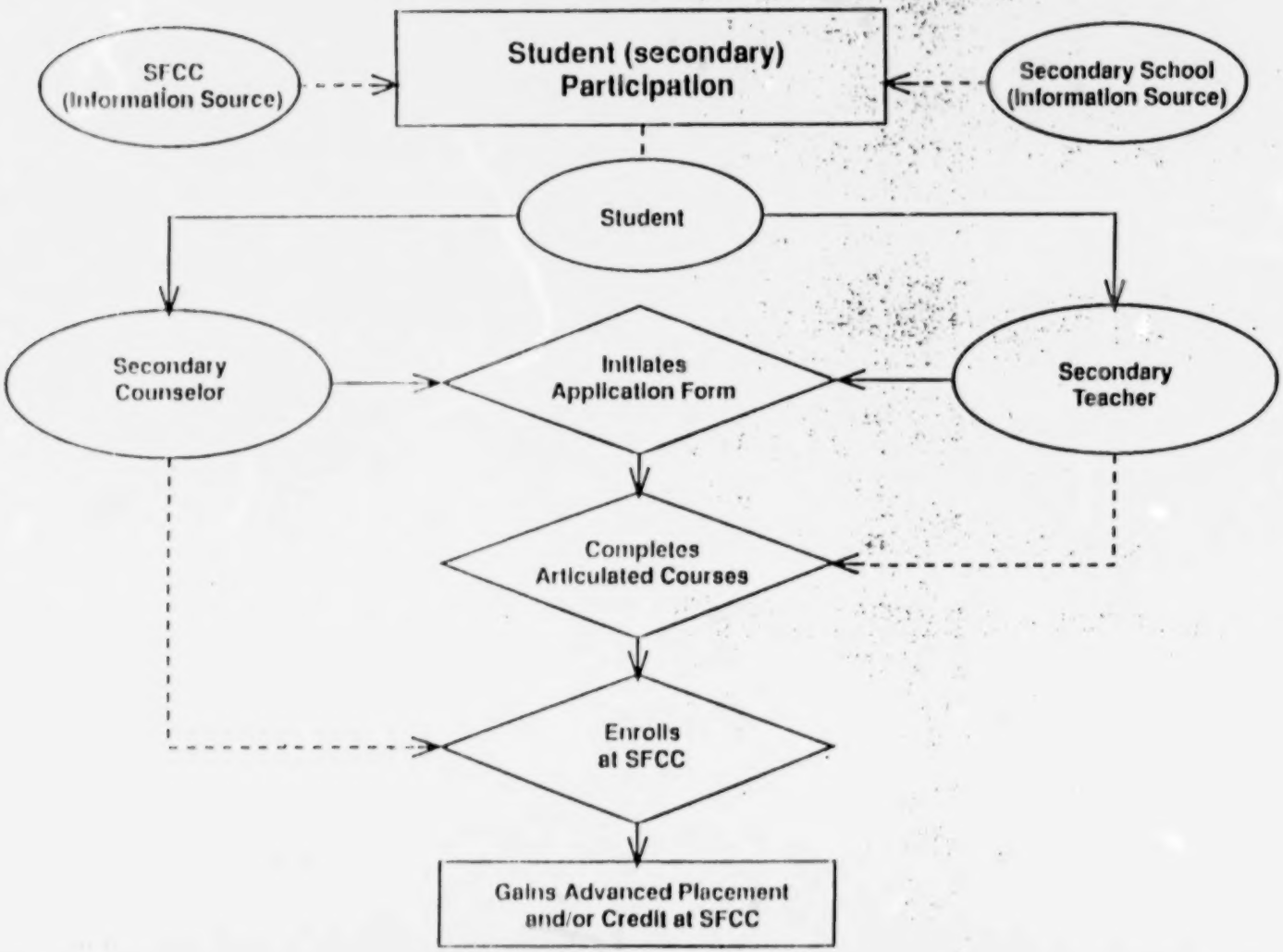
2. *Inform students of articulation options once they are at the community college. Provide articulation application forms to students, if necessary.*

3. *Develop procedures to enable students to receive advanced placement credit for articulated courses/programs.*

4. *Collect data on numbers of students who apply for advanced placement through articulation for use in evaluation of the articulation project.*

Santa Fe Community College

ARTICULATION PROJECT MODEL



4. STUDENT (SECONDARY) PARTICIPATION PROCESS

To ensure the success of the articulation process, students must assume certain responsibilities. It is important that students receive adequate counseling from their instructors and counselors as to the concept of articulation and process required to articulate. The student will be required to

1. Initiate Application. Give notification of the intent to articulate to their instructor and counselor early in the semester by applying through their instructor or counselor at the beginning of the program/course. (A SFCC/SFPSD Application is included as Appendix U.)

2. Complete Articulated Course(s). Complete course(s) satisfactorily with the required course competencies and passing grade.

3. Enroll at the Community College. Apply for admission to the Community College and ensure with counselors that the application with appropriate certification of completion and transcript is sent to post-secondary institution before enrollment deadlines.

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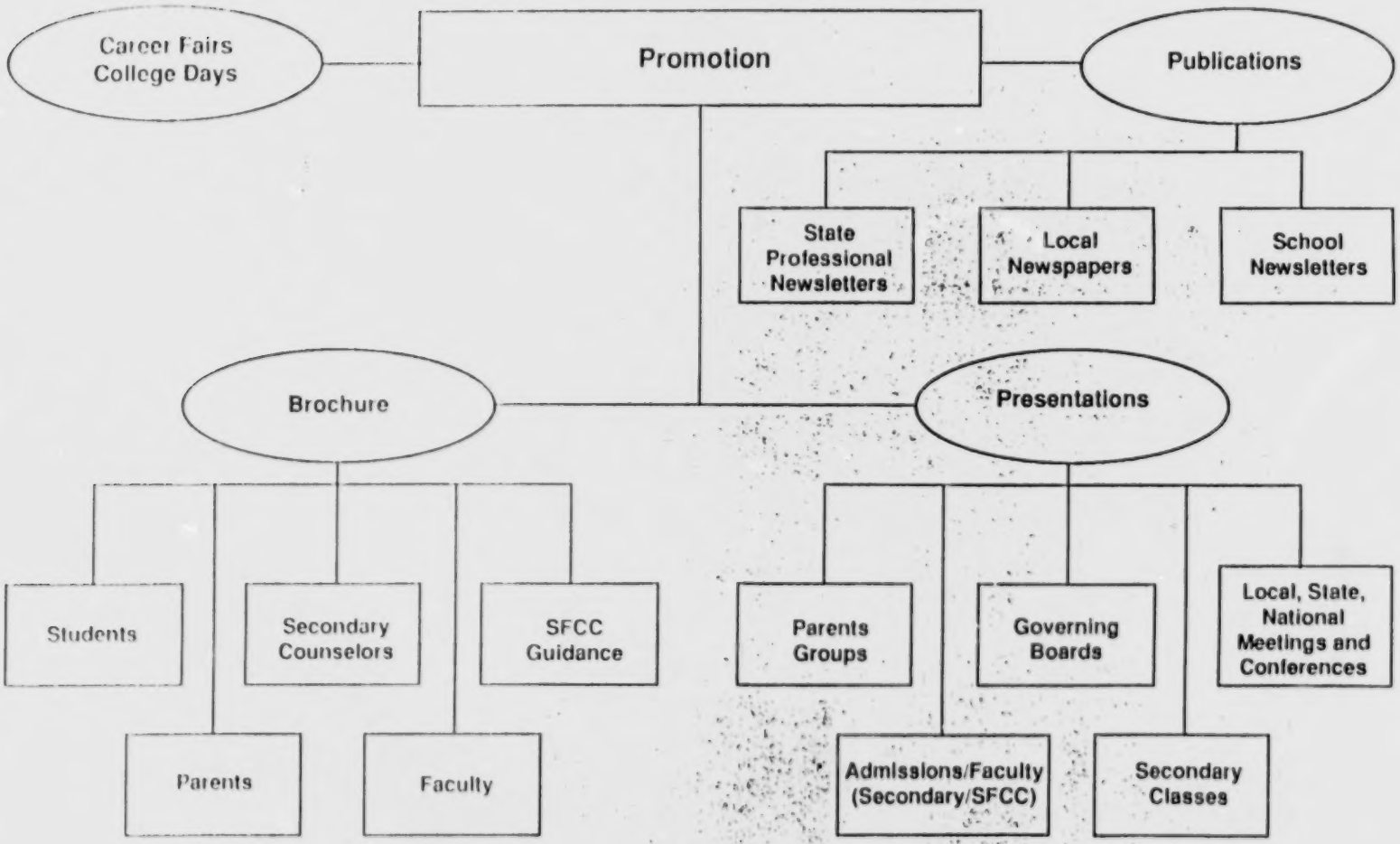
ARTICULATION PROJECT MODEL



5. PROMOTION

Negotiating and developing articulation agreements, although a major activity, constitutes only one step in the articulation process. A more difficult component is encouraging a significant number of high school students to participate in articulated programs and subsequently enroll in college to take advantage of the advanced placement that they have earned.

To publicize the articulation concept, several methodologies should be used. The key is to provide information to all junior high and high school students, parents, and counselors on an ongoing basis.

The following describe activities currently used or proposed by SFCC to promote articulation:

A. *Brochure A brochure (see Appendix V) was created for distribution to the following:*

SFCC Guidance and Admissions Personnel: for use in counseling.

SFPSD junior and senior high counselors: for use in counseling.

SFPSD students: to inform them about articulation possibilities. Current high school seniors in articulated vocational programs should be specifically targeted to receive information.

Parents: to inform the parents about the opportunities available to their children. It is suggested that the brochure go out with a cover letter jointly signed by the public school superintendent and the community college president encouraging parents to investigate the articulation option. (SFCC's target group will be 8th and 10th grades.)

B. *Presentations Presentations about the current status of articulation should be made to several different groups throughout the process. Following are some examples of SFCC presentations made or proposed for the designated groups listed.*

Administrative

December 1990 and January 1991 Regional Articulation Conferences -- held within the state of New Mexico

SFCC presentation to SFPSD Administrators

August 1991 (proposed) presentation to SFPSD Board of Education

Local Secondary Schools (proposed for 1991-1992)

Classroom Visits at the Secondary Schools. Divide students into respective classes--i.e., 9th or 10th grade levels at all high schools--for a presentation on the benefits of Vocational Education, including the concept of articulation.

Community College Tours. Bring vocational students to SFCC by bus to tour the campus, visit selected programs and hear presentations on vocational education and articulation.

Parent Meetings and Advisory Groups

Presentation to the PTO, PTA, etc. (also proposed)

C. *Publications An excellent method for providing the information to students, parents, and the public involves the use of various publications. Following are proposed ideas:*

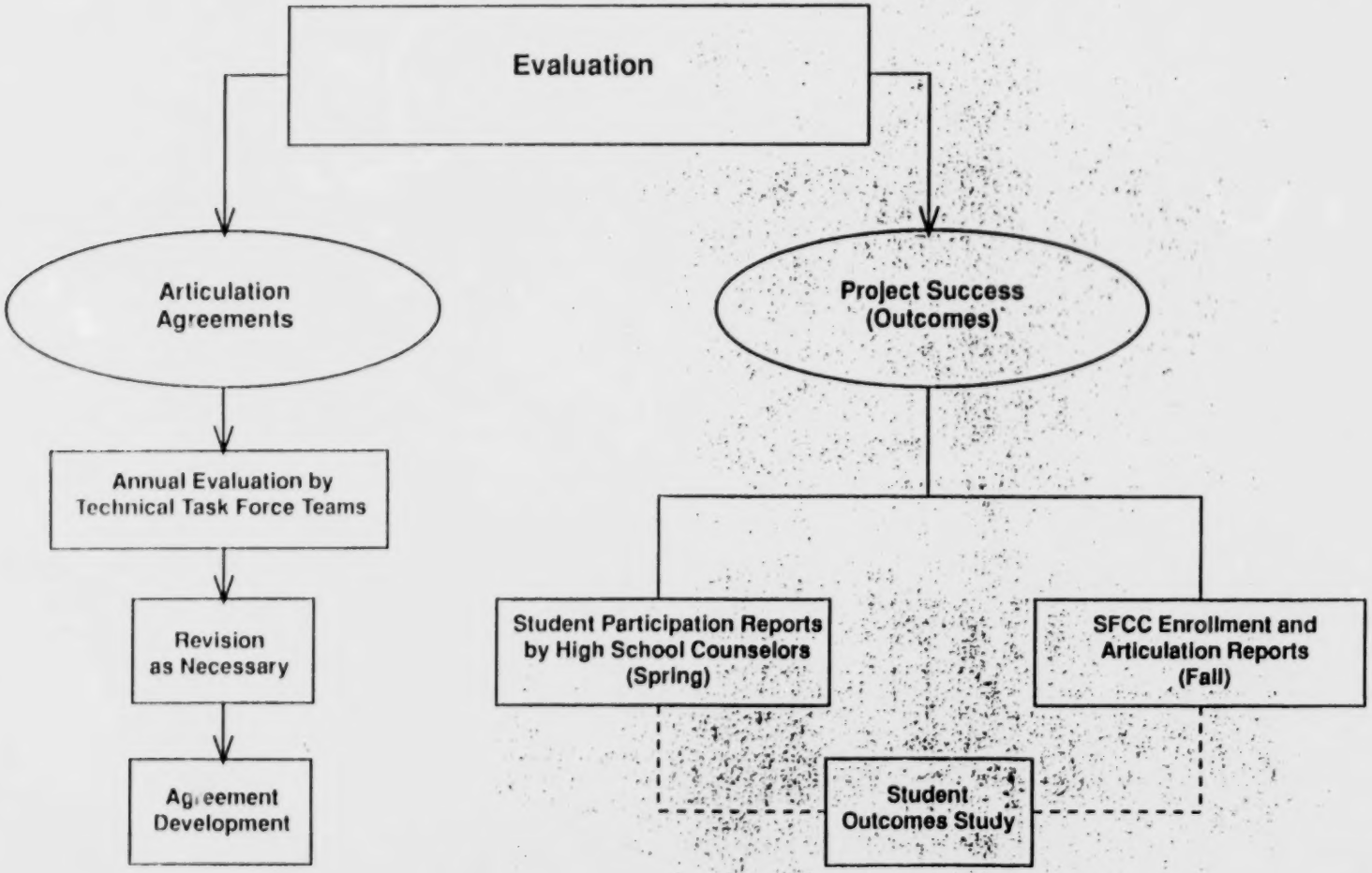
School Newspapers: Articles on articulation in all high school publications will provide information directly to the students.

Local Newspapers: Work with the education editor to write an article featuring vocational education and articulation. This process should be ongoing to keep students and parents as well as members of the business community apprised of the status of articulation in the schools.

D. *Career Fairs/College Days (Recruitment Activities) Several activities occur which serve well as a tool for communicating the concepts of articulation and its benefits for students. A Career Fair is just one of the many possibilities.*

Santa Fe Community College

ARTICULATION PROJECT MODEL



6. EVALUATION

Articulating programs/courses between two levels in the educational system is an ongoing process. To ensure the success of this activity, it is essential to implement an evaluation process. There are two components which should be evaluated regularly: the agreements and the outcomes (success) of the project.

A. ARTICULATION AGREEMENTS: PROCEDURES FOR UPDATING

Schools which have participated in the articulation project and have negotiated signed agreements will have to meet each year to update those agreements. Because many of the same advisory council and task force members who were involved in previous years may be involved in the update, the meeting to update agreements could include the advisory council, task force members, and counselors.

B. PROJECT SUCCESS (Outcomes)

In order to determine the success of the project, it is necessary to measure student participation within the Articulation Project and the success of the students once they matriculate to the post-secondary institution.

To collect the information necessary to determine the foregoing factors, it will be necessary to create the following reports (or reports similar to these) on a regular basis:

1. *Student Participation Report*
2. *Santa Fe Community College Enrollment and Articulation Report*

Student Participation Report

A Student Participation Report should be generated by the public school secondary counselors. It is designed to provide a listing of those students who have participated in the project during the past academic year. Anticipated Reporting Date: May

Santa Fe Community College Enrollment and Articulation Report

An Enrollment and Articulation Report will be generated by the Office of Admissions and Records at SFCC. It will provide follow-up data on the students who have actively continued to participate in the Articulation Project after high school graduation by enrolling at SFCC. Reporting Dates: December and May

The results of these reports will be incorporated into the Santa Fe Community College Student Outcomes Study, a college-wide process of evaluation designed to measure student success.

ARTICULATION PROJECT

Objectives

1) To produce articulation agreements for Santa Fe Community College (SFCC) and the Santa Fe Public School District (SFPSD).

2) To produce a model for program articulation.

3) To train SFCC and SFPSD staff and faculty in the implementation of articulation and recruitment plans.

4) To develop recruitment and marketing plans and materials for articulated programs.

5) To inform current and prospective students regarding opportunities provided through articulation agreements.

6) To work cooperatively with the SDE and Santa Fe Technical High School in the implementation and articulation of a field test site for the CORD-developed Applied Biology/Chemistry Curriculum.

APPENDIX B: TIMELINE FOR ARTICULATION PROJECT

Articulation Project

October, November 1990

*Organize an advisory council (steering committee) of key people in the high schools, community college and community.
*Review current articulation procedure.
*Review current curriculum/articulation agreements.
*First meeting of advisory council (steering committee).

November, December 1990

*Coordinate task force meetings.
*Coordinate future advisory council meetings (Nov.-June).
*Prepare draft articulation model.

December, 1990 - January, 1991

*Prepare changes to current agreements.
*Review curriculum of other program courses for possible articulation.
*Work with SFPSD/SFCC staff to choose courses to articulate.
*Meet with SFCC and SFPSD reps. to develop plans for coordination of recruitment and marketing.

January, February, 1991

*Produce final recruitment/marketing plan.
*Produce training plan/calendar.
*Design training materials.
*Produce final articulation model.
*Using model, implement steps to articulate chosen courses.

February, March 1991

*Implement plan for recruitment/marketing.

March, April 1991

*Conduct training workshops for SFCC and SFPSD staff and faculty in the implementation of articulation and recruitment plans.
*Develop brochures and other marketing materials as required by plan.
*Orient SFCC and SFPSD staff and faculty to methods of in-class recruitment.

April, May 1991

*Plan and organize recruitment events as required by plan.

May, June 1991

*Disseminate model to area post-secondary and secondary institutions.
*Send letters and brochures to SFPSD graduates.
*Send letters and brochures to parents of high school freshmen (could possibly be done in September, 1991).

Draft: 10/90

APPENDIX C: ADVISORY COUNCIL MEMBER LIST

ARTICULATION ADVISORY COUNCIL MEMBERS

Santa Fe Community College (SFCC)
and
Santa Fe Public School District (SFPSD)

Chair: Diane Garcia, Articulation Project Coordinator (SFCC)

SFCC

Sheila Ortego, Division Head
Tina Ludutsky-Taylor, Division Head

Sarah Valdez, Faculty, Professional and Technical
John Reeg, Faculty, Business and Management

Anita Shields, Admissions Director
Anna Tupler, Student Services
Paul Fornell, Guidance and Counseling

SFPSD

Joan L. Pritchard, Santa Fe Technical High School
Carol Nickell, Santa Fe High School
Nancy Rogers, Capital High School

Tita Stasny, Coord./Counselors

Curriculum Coordinators:
- Judy Cooper, Business Education
- John Schmelz, Trades/Industrial
- Mary Helen Kelty, Home Economics
- Phil Karshis, Computers

Liz Martinez, Parent
Felice Martinez, Student Representative

Project Consultant:
Estelle Meskin

Santa Fe
Community
College

APPENDIX D : LETTER TO ADVISORY COUNCIL MEMBERS

P.O. Box 4187
Santa Fe, NM 87502
(505) 471-8200

November 8, 1990

Ms. Tita Stasny
Santa Fe High School
2100 Yucca Road
Santa Fe, NM 87501

Dear Tita:

Articulation of programs benefits students by providing a smooth transition from high school to college without needless repetition of courses. In order to facilitate continued articulation of vocational programs between Santa Fe Community College (SFCC) and the Santa Fe Public School District (SFPSD), an Articulation Advisory Council has been created. You have been appointed by your Administration to this Council.

The Articulation Advisory Council is comprised of administrators and faculty from SFCC and the SFPSD and will serve in an advisory capacity to SFCC's Articulation Project. Your appointment to this Council was based on your commitment to students and involvement in curriculum development. You will be asked to share your expertise in identifying programs for articulation, to provide recommendations for marketing the programs, and to offer suggestions for training faculty and staff in implementation of the articulation process.

The first meeting of the Articulation Advisory Council will be held on Tuesday, November 20, at 2:30 p.m. in the Board Room at Santa Fe Community College. We look forward to seeing you at this meeting.

Sincerely

Diane García

Diane Garcia
Articulation Project Director

Estelle Meskin

Estelle Meskin
Project Consultant

c: John M. Pacheco
Jean Salas-Reed
Rose Fidel
Gil Sena

APPENDIX E: AGENDA FOR FIRST MEETING (ADVISORY COUNCIL)

ARTICULATION: THE EDUCATIONAL LINK TO COLLEGE AND CAREER OPPORTUNITIES

Santa Fe Community College/Santa Fe Public School District
Articulation Project

Articulation Advisory Council Meeting

Santa Fe Community College
November 20, 1990
2:30-4:00 p.m.

AGENDA

1.	Welcome and Introductions	Diane Garcia, Chair John Pacheco, Dean of Instruction Jean Salas Reed, Asst. Superintendent of Instruction
2.	Articulation Overview	
	a. Definition of Articulation b. Why Articulation? c. Articulation Methods	Estelle Meskin, Consultant
3.	SFCC and SFPSD Articulation Project Objectives	Diane Garcia
4.	Project Calendar	Diane Garcia
5.	Overview of Articulation Model	Estelle Meskin
6.	Current Articulation Agreements	Diane Garcia
7.	Responsibilities of Advisory Members	Diane Garcia
8.	Selection of Programs to Articulate (Matrix)	Estelle Meskin
9.	Identification of Task Force Members	Diane Garcia/Estelle Meskin
10.	Future Activities for Task Forces	Diane Garcia
11.	Selection of Next Meeting Location and Time	Diane Garcia

APPENDIX F: RESPONSIBILITIES OF ADVISORY COUNCIL MEMBERS

SANTA FE COMMUNITY COLLEGE / SANTA FE PUBLIC SCHOOL DISTRICT

Articulation Project

Advisory Council

Description:

The primary function of the Articulation Advisory Council will be to increase communication between Santa Fe Community College and the Santa Fe Public School District. The Advisory Council will consist of representatives from Santa Fe Community College and the Santa Fe Public School District. Appointees will be selected by the administration of each institution. The members will be expected to:

1. represent their specific school/institution,
2. attend council meetings, and
3. make necessary recommendations.

Time Frame:

The Articulation Advisory Council will meet on a regular basis as needed to make recommendations. Meetings will be called by the Chair of the Council.

Consultant:

The Articulation Project Consultant will create items and documents which are needed to meet project objectives. These items will be presented to the Council for input and recommendations.

Recommendations:

The members of the Articulation Advisory Council will examine items produced by the Articulation Project Consultant. After examination, the Council will make recommendations to Santa Fe Community College and the Santa Fe Public School District through the Articulation Project Director (Chair of the Council.) Recommendations will be made on the following:

1. identification of programs for articulation,
2. appointment of faculty members to task forces designed to complete articulation plans for designated programs,
3. acceptance of articulation model,
4. acceptance of articulation plan format,
5. acceptance of training plan and schedule, and
6. acceptance of recruiting/marketing plan and schedule.

APPENDIX G: TASK FORCE COMMITTEES LISTS

ARTICULATION PROJECT
Santa Fe Community College/Santa Fe Public School District

Task Force Committees

New Programs to Articulate

*COMPUTER SCIENCE

John Reeg, SFCC
Phil Karshis, SFHS
Ray Henderson, Capital
Paula Densford, Santa Fe Technical HS

*COMMUNICATIONS TECHNOLOGY

Barton Bond, SFCC
Debbie Weiner, Santa Fe Technical HS
Jeri Wall, Santa Fe Technical HS
Tom Gardener, Santa Fe Technical HS
Consuelo Gonzales, SFHS
Bryan Fant, Capital
Nancy Nix, Capital

*CULINARY ARTS/HOTEL/MOTEL MANAGEMENT

Bill Weiland, SFCC
Tina Ludutsky-Taylor, SFCC
Aileen Garcia, Capital
Nora Lovato, SFHS
Tom Gardener, Santa Fe Technical HS

*AUTOMOTIVE TECHNOLOGY

Sheila Ortego, SFCC
Skip Sauerman, Santa Fe Technical HS

Programs for Revision

*SECRETARIAL TECHNOLOGY/WORD PROCESSING/ACCOUNTING

Sarah Valdez, SFCC
Diane Garcia, SFCC
Judith Cooper, Santa Fe Technical HS
Pat Rivera, SFHS
Michael Vialpando, Capital

*ELECTRONICS (Computer Repair and Service)

Phil Cole, SFCC
Tom Briggs, Santa Fe Technical HS
Skip Sauerman, Santa Fe Technical HS

*DRAFTING/CAD/SURVEYING

Phil Cole, SFCC
John Schmelz, Santa Fe Technical HS
Robert Quintana, SFHS
Mark Ewing, Capital

Santa Fe Community College

APPENDIX H: LETTER TO TASK FORCE MEMBERS

P.O. Box 4187
Santa Fe, NM 87502
(505) 471-8200

January 4, 1991

Tina Ludutsky-Taylor
Santa Fe Community College
P.O. Box 4187
Santa Fe, NM 87502

Dear Tina:

Congratulations upon being selected to serve as a task force member for the joint Santa Fe Community College/Santa Fe Public School District Project. Your division head has identified you as a key person and an excellent resource in this endeavor.

The first meeting of the task force will be held Tuesday, January 22 at Santa Fe Community College in Room 417. The meeting will begin at 1:00 p.m. and end at 5:00 p.m.

Task force members will be divided into program area groups for examination of course content and common competencies. In preparation, please assemble a portfolio which will assist in the articulation process. The portifolio should contain:

1) your program course syllabi,
2) competency profiles,
3) course descriptions, and
4) any additional information pertaining to your curriculum.

Estelle Meskin will be in contact with you about this material by Friday, January 11 or Monday, January 14. This material, along with its Santa Fe Public School counterpart, will be duplicated and distributed to all task force members prior to the meeting on January 22. This will enable you to identify common competencies prior to the meeting.

If you have any questions, please contact one of us at Ext. 306 or 347. We look forward to working with you on January 22.

Yours sincerely,

Diane Garcia
Diane Garcia,
Project Director

Estelle Meskin
Estelle Meskin
Articulation Consultant

c: Dr. John Pacheco, Dean

Santa Fe
Community
College

P.O. Box 4187
Santa Fe, NM 87502
(505) 471-8200

APPENDIX I : COVER LETTER FOR TASK FORCE WORKING MATERIALS

January 15, 1991

Dear Task Force Member:

Enclosed you will find all the materials which we have assembled from your counterparts at the Santa Fe Community College and Santa Fe Public Schools in preparation for our task force meetings next week.

Please take the time during the next few days to carefully examine this material for course content and common competencies which exist between the secondary and postsecondary schools. Feel free to mark up the material as you look through it as this is your working copy. Your preparation prior to the meeting is crucial to maximize time and be able to arrive at some consensus regarding articulation of courses and programs by the end of the first meeting.

Your participation in this project is important as it will potentially benefit numerous students at both the high school and college levels. If you have any questions or concerns prior to next week's meeting please call us at the college.

Yours sincerely,

Diane Garcia
Project Director

Estelle Meskin
Articulation Consultant

APPENDIX J: METHODS OF ARTICULATION

SANTA FE COMMUNITY COLLEGE/SANTA FE PUBLIC SCHOOL DISTRICT
Articulation Project

Description of Articulation Methods

Advanced Placement - Any arrangement that enables secondary students to receive credit for or bypass courses in a post-secondary program.

1. Advanced Placement, No Credit

Students who have completed certain courses at the secondary level will be allowed to bypass an introductory post-secondary course. These students can enroll in the next course in the sequence but will not receive credit on his/her college transcript for work completed in high school.

2. Advanced Placement, Credit With Provisions

a. Escrow: the student will receive (X) number of college credits for high school course(s) after completion of (X) number of college credits. Prerequisites will be satisfied and the student will be allowed to enroll immediately in an advanced class. The student will receive credit on the college transcript as having completed the college course(s) which was/were articulated after the student has fulfilled the required stipulation. For example, escrowing of three (3-6) credits until six or twelve credit hours are completed at the college level.

b. Validation by Course: the student will receive (X) number of college credits on his/her college transcript after completing the next course in the sequence.

c. Validation by Examination/Portfolio: Student will receive (X) number of credits on his/her college transcript after successfully completing an oral or written examination or portfolio analysis which has been designed by task force members (program instructors). These exams and portfolio analysis will be handled at the college.

3. Advanced Placement, With (X) Credits

Prerequisites for a certain course will be waived and student will be allowed to enroll immediately in the next course in the sequence. The student will be given credit on the college transcript as having completed the college course which was articulated.

4. No Articulation

There were no shared competencies between courses which indicates that the high school course(s) is/are not taught at the same level as the college course.

APPENDIX K : AGENDA FOR SECOND MEETING (TASK FORCES)

ARTICULATION PROJECT

Santa Fe Community College/Santa Fe Public School District

Technical Task Force Meeting

January 22 and 31, 1991

Project Director: Diane Garcia, Santa Fe Community College
Project Consultant: Estelle Meskin

AGENDA

1. Welcome and Introductions — Diane

2. Articulation Overview

   a. Definition of Articulation — Estelle

   b. Objectives of Articulation — Estelle

   c. Articulation Methods — Diane

   d. SFCC/SFPSD Project — Diane

3. Technical Task Force Worksheet and Recommendation Form — Estelle

4. Task Force Work Sessions

   a. Determination of Common Competencies/Course Commonalities

   b. Agreement on Common Competencies

   c. Report (to be submitted at end of session)

5. Selection of Next Meeting Location and Time (by task force)

APPENDIX L: RESPONSIBILITIES OF TASK FORCE MEMBERS

SANTA FE COMMUNITY COLLEGE/SANTA FE PUBLIC SCHOOL DISTRICT
Articulation Project
The Technical Task Force

Articulation

Articulation is a process for coordinating the linking of two or more educational systems within a community to help students make a smooth transition from high school to the community college. It enables students to pursue educational or occupational goals while avoiding unnecessary repetition of courses. Articulation also gives students an opportunity to receive advanced standing in college programs and receive college credit for high school coursework.

Task Force Description

The primary function of the Technical Task Force will be to identify common competencies which exist between courses/programs taught at the secondary and post-secondary levels and determine which courses are most likely to articulate. This process is a significant part of articulation.

The task force will consist of "key" faculty from Santa Fe Community College the Santa Fe Public School District who have been recognized as experts in their respective fields. Members were recommended by the Articulation Advisory Council and approved by the administrations of the two institutions.

Time Frame

The Technical Task Force will meet as needed to make recommendations.

Duties and Responsibilities

Each task force member will be responsible for:

1. *supporting the concept and possibilities of articulation and be willing to examine their programs and work with faculty from other institutions;*
2. *examining secondary and post-secondary curricula, course outlines, competency profiles, and course descriptions;*
3. *identifying commonalities between secondary and post-secondary courses and programs;*
4. *determining which courses are most likely to articulate;*
5. *preparing (as a group) a written report stating the common competencies found between courses/programs;*
6. *making recommendations regarding which courses to articulate and which method to utilize;*
7. *meeting as needed to finalize content for the articulation agreements; and*
8. *signing draft agreements for submission to Articulation Advisory Council.*

APPENDIX M: TASK FORCE WORKSHEETS

Santa Fe Community College/Santa Fe Public School District
Articulation Project
Technical Task Force Worksheet

SFCC Course _____ *SFPSD (high school)* _____

Program _____ *Courses:* A _____

Credits _____ B _____

C _____

D _____

Catalog Course Description

Competencies Achieved At End of SFCC Course	*SFPSD Course Which Meets SFCC Competencies (yes or no)*			
	A	B	C	D
1.	____	____	____	____
2.	____	____	____	____
3.	____	____	____	____
4.	____	____	____	____
5.	____	____	____	____
6.	____	____	____	____

Competencies Achieved At End of SFCC Course	*SFPSD Course Which Meets SFCC Competencies (yes or no)*			
	A	*B*	*C*	*D*
7.	____	____	____	____
8.	____	____	____	____
9.	____	____	____	____
10.	____	____	____	____
11.	____	____	____	____
12.	____	____	____	____
13.	____	____	____	____
14.	____	____	____	____

Comments:

***Adapted from a joint Articulation Project of the North Orange County Community College District and the North Orange County R.O.P.

APPENDIX N: TASK FORCE RECOMMENDATIONS FORM

Technical Task Force Recommendations

Articulation Method

1. _____ *Advanced Placement, no credit*
2. _____ *Advanced Placement, credit with provisions*
   a. _____ *Escrow,* _____ *credits after completion of* _____ *college credits.*
   b. _____ *Validation by Course (usually next sequenced course)*
   c. _____ *Validation by Examination*
3. _____ *Advanced Placement, with* _____ *credits.*
4. _____ *Other Method* _____
5. _____ *No Articulation*

Competency Evaluation (check the appropriate method to be used.)

1. _____ *Demonstration*
2. _____ *Examination*
   ___ *Oral* ___ *Written*
3. _____ *Portfolio*
4. _____ *Certification by High School Instructor*
5. _____ *Other (Describe)* _____

_____

Comments

_____

_____

Signatures of Technical Task Force Members

_____ *Date* _____

_____ *Date* _____

_____ *Date* _____

_____ *Date* _____

****Adapted from a joint Articulation Project of the North Orange County Community College District and the North Orange County R.O.P.*

APPENDIX O: RECOMMENDATIONS FOR NON-ARTICULATING AREAS

Technical Task Force Recommendations
No Articulation Possible

Date:

SFCC Course _____ Program _____

SFPSD (High School)_____

Recommendations for SFCC:

_____

_____

_____

_____

_____

_____

Recommendations for SFPSD High School:

_____

_____

_____

_____

_____

_____

Signatures of Technical Task Force Members:

_____ Date_____

_____ Date_____

_____ Date_____

_____ Date_____

APPENDIX P : ARTICULATION AGREEMENT GUIDELINES

The Santa Fe Community College/Santa Fe Public School District Articulation Project

Guidelines for Developing Articulation Agreements

Articulation agreements can be designed in a variety of formats. Institutions should consider their individual needs when deciding which subjects to include in their agreements. The following subjects areas are consistently found in already-completed agreements.

I. *Introduction*

This section sets forth the purpose for having an articulation agreement and establishes the agreement as the means of providing the guidelines for the implementation of the articulation plan.

II. *Terms of the Agreement*

This section of the agreement should include the date the agreement commences, its length of duration i.e., continuation on a year to year basis unless terminated. (See Section V below)

III. *Conditions of Agreement*

A. *This section delineates those inclusions necessary to outline the procedure for granting advanced placement and/or credit. It is suggested that statements requiring the following be included:*

1. *High School Transcript*

Rationale: This requirement offers official evidence of satisfactory completion of those high school courses required for articulation. The transcript must be sent by the high school counselor at the time the student applies for admission to the community college.

2. *Enrollment Time Limitations*

Rationale: Setting of a permissible time period during which the student can utilize the completed high school course(s) for articulation at the community college should reflect both logistic as well as academic realities. Secondary and post-secondary institutions must agree on a timetable.

3. *Methodology for Credit Evaluation*

Rationale: Clearly established objective criteria for granting advanced placement and/or credit will allow the evaluation of the student's status. The specific articulation method used for granting credit as well as any additional evaluative criteria, i.e. portfolio, should be stated.

Based on fulfillment of the foregoing criteria, the student will be granted advanced placement or credit and the appropriate notations will be made on the community college transcript.

B. This section lists the responsibilities of the secondary and post-secondary institutions regarding providing information and documentation.

It is the responsibility of the secondary institution to:

1. provide to students printed materials describing the agreement and its conditions.

2. provide the necessary course work and the official documentation which certifies that students have satisfactorily completed the program (transcript.)

3. discuss with students the additional course work which is required for the community college.

4. notify the other institution in the event of changes in curriculum.

It is the responsibility of the post-secondary institution to:

1. notify the other institution in the event of changes in curriculum.

IV. Articulation Review Policy

This section of the agreement should contain a policy requiring review of the agreement components i.e., curriculum, courses and competencies. Frequency of review and identification of reviewers should be included. An annual review of the document itself is also desirable.

V. Termination

This section includes the policies for termination of the agreement. The specifics should be clearly stated with regard to time required for notification of termination as well as the obligations of the college to high school students who are completing high school programs in the current academic year.

Note: articulated credit granted on a post-secondary course which is no longer required for a specific degree can be used as elective credit.

VI. Signatures

This section includes the signatures and date for the signing of the agreement. Signers usually include college instructors or division heads, high school program instructors, college dean of instruction, assistant superintendent for instruction, and articulation coordinator. The post-secondary president and secondary superintendent and assistant superintendent may also wish to sign.

Appendices

Appendix A. Entitled "Equivalency Course Guide"

This section contains the specific articulated community college and high school courses and the number of advanced placement credits received as a result of articulation.

Appendix B

This section lists the course requirements (degree plan) for a student who wants to qualify for a specific program certificate at the college or pursue an associate degree.

Other Possible Inclusions in the Document

Elements which may also be included in the agreement are:

1. *Commitment of participating institutions to provide funding.*
2. *Delineation of responsibilities for promotion and marketing of agreements to students and faculty.*
3. *Transportation for students, if necessary.*
4. *Procedures for college admissions.*
5. *Fees. Articulation agreements usually state that secondary students will not be charged fees by the post-secondary institution for credit granted in an articulated course.*
6. *Transition Orientations. Continuation of articulation during times of personnel transition can be provided for with statements describing an orientation process for new faculty in the event of personnel changes during an academic year.*

APPENDIX Q : ARTICULATION AGREEMENT FORM

ARTICULATION AGREEMENT
between
SANTA FE COMMUNITY COLLEGE and
SANTA FE PUBLIC SCHOOL DISTRICT

I. Introduction

This agreement sets forth the guidelines for the implementation of an articulation plan, which provides for the admission and advanced placement of students from the Santa Fe Public School District (SFPSD) _____ into the _____ at Santa Fe Community College (SFCC).

II. Terms of the Agreement

This articulation agreement shall commence July 1, 1991 and on a year-to-year basis unless terminated as described below in Section V.

III. Conditions of Agreement

1. *All SFPSD students who intend to receive articulated credit must*

   a. *be admitted to Santa Fe Community College, and*

   b. *ensure that their high school counselor submits their high school transcript with articulation application form(s) attached, indicating satisfactory completion of those SFPSD units of study listed on the attached Equivalency Course Guide (Appendix A).*

2. *The student must matriculate within one year after the date of high school graduation.*

3. *The student must complete the validation requirements at SFCC as outlined in the Equivalency Course Guide.*

4. *The SFPSD student completing requirements 1, 2, and 3 above will be granted advanced placement and/or credit as outlined on the Equivalency Course Guide. This Guide will also state any additional evaluative criteria, i.e., requirement of a portfolio. Courses for which credit is granted will be noted on the SFCC transcript with a no grade notation.*

5. *All articulating students must meet the prerequisites and standard requirements of SFCC and the intended program of study.*

5/91

IV. Institutional Responsibilities

1. *It shall be the responsibility of SFPSD to provide the appropriate printed materials to their students describing the conditions of this agreement.*

2. *It shall be the responsibility of SFPSD to provide the necessary coursework described in Appendix A and to submit the articulation application and transcript which certifies that students have satisfactorily completed the program.*

3. *It shall be the joint responsibility of the SFCC faculty and transferring students to meet, discuss, and plan for additional course work which is required for SFCC.*

4. *It shall be the responsibility of SFCC to initiate a review of this agreement on an annual basis.*

5. *If SFCC discontinues an articulated program, the college will not be obligated to grant advanced placement or credit for the affected program.*

V. Articulation Review Policy

It shall be the responsibility of the articulation coordinator at each institution to make any revisions necessary to maintain the currency and integrity of the program. Changes to the instructional program, and to this agreement, shall be made no later than May 1 of each academic year.

VI. Termination

Either institution may terminate this articulation agreement without cause, by giving written notice to the other institutions not less than sixty (60) days prior to the annual anniversary date. Notice shall include a termination date which coincides with the end of the academic year (final day of the Spring term). In the event of termination, it is understood that SFCC will honor the _____ articulation agreement for those SFPSD students who are currently enrolled in the program and who will complete their SFPSD certification during the academic year that this agreement is in force.

VII. Signatures

SFCC Program Division Head	*SFPSD Program Instructor*
Date	*Date*

SFCC Coordinator of Articulation

Date

SFCC Dean of Instruction	*SFPSD Asst. Superintendent of Instruction*
Date	*Date*
SFCC President	*SFPSD Superintendent*
Date	*Date*

Appendix A Equivalency Course Guide

APPENDIX A

Equivalency Course Guide
SFCC/SFPSD

SFCC/SFPSD
ARTICULATION MATRIX

SFCC Program	Dept.	Course Number	SFCC Course Title	Crs.	SFHS	Capital	SF Tech	Articulation Method	Validation Course #	Additional Validation
Hotel/Motel/ Restaurant Management	HMM	111	Intro. to the Hospitality Industry	3	Hospitality (HERO) Coop			Validation by Course	6 credits any HMM Min. Grade:C	Certified by HS Instructor
Computer Science	BCIS	112L (MAC) or 113L (IBM)	Intro to Micro-computers	1	Computer Literacy ---->			Validation by course	132L(MAC) Min Grade:C or 131L (IBM) Min Grade:C	
Drafting Technology	DFT	161 & 161L	Intro to CAD	2 2			CAD I,II (Min. Grade:B)	Validation by Course	Higher CAD Course Min Grade:C	Portfolio; Certified by HS Instructor
Drafting Technology	DFT	111L	Drafting I	4	Drafting I,II, III,IV (Min. Grade:B)	Intro DFT Arch. DFT I Mach. DFT I (Min. Grade B)		Validation by Course	DFT 112L Min Grade:C	Portfolio; Certified by HS Instructor

(Same Requirements Apply to All High Schools)

SFCC Program	Dept.	Course Number	SFCC Course Title	Crs	SFH. Capital	SF Tech	Articulation Method	Validation Course #	Additional Validation
Drafting Technology	DFT	112L	Drafting II	4	Drafting I,II III,IV (Min Grade:B)	Arch. Drafting I & II	Validation by Course	Two options DFT Tech: DFT 211L or For CAD: DFT 162 DFT 162L	Portfolio; Certified HS Instruc Interview College Instructo
(Same Requirements Apply to All High Schools)									
Communications Technology	COMM	144L	Intro to Community Video	1	Communi-cations ENR		Validation by Course	COMM 146L	Portfolio Exam Certified HS Instru
						Video Production	"	"	"

SFCC Program	Dept.	Course Number	SFCC Course Title	Crs	SFHS Capital	SF Tech	Articulation Method	Validation Course #	Additional Validation
Secretarial Technology	SEC	112	Elementary Typing	3	Keyboarding for Beginners----------> and Intermediate Keyboarding--------->		Validation by Course	SEC 121 (Intermediate Typing)	
	SEC	121	Intermediate Typing	3	Advanced Keyboarding-- or Specialized Keyboarding		Validation by Course	SEC 220 (Advanced Typing)	
	SEC	135L	Introduction to Word Perfect	1	Intro to Wordperfect-- and Advanced Wordperfect--		Validation by Course	SEC 136L Intermediate Wordperfect	
	SEC	212	Office Procedures II	3		Office Coop	Advanced Placement		Employer Evaluation submitted by employer or HS Instructor
	SEC	223	Transcription and Calculation	3	Office Procedures	Automated Office	Advanced Placement		

SANTA FE COMMUNITY COLLEGE:

Div. Head, Bus. & Mgmt. Ina Sudutsky-Taylor Date 5/9/91

Div. Head, Prof. & Tech. Studies Phyllis Ortega Date 5/9/91

Articulation Proj. Dir. Diane García Date 5/9/91

Dir. of Adm. & Rec. Linda J. Shields Date 5/4/91

Dean of Instruction [illegible] Date 5/9/91

SANTA FE PUBLIC SCHOOL DISTRICT:

Asst. Supt. for Instr. [illegible] Date 5/7/91

APPENDIX S : AGENDA FOR THIRD MEETING (ADVISORY COUNCIL)

Santa Fe Community College/Santa Fe Public School District
ARTICULATION PROJECT

Articulation Advisory Council Meeting

Santa Fe Public School District
May 16, 1991
4:00-5:00 p.m.

AGENDA

1.	*Welcome and Introductions*	*Diane Garcia, Chair* *Jean Salas-Reed, Assistant Supt. of Instruction, (SFPSD)*
2.	*Reading and Approval of Minutes*	*Diane Garcia*
3.	*The Project: An Update*	*Diane Garcia*
4.	*The Articulation Application Form and Procedures*	*Estelle Meskin, Articulation Consultant*
5.	*The Articulation Agreements and Articulation Matrix*	*Estelle Meskin*
6.	*Future Plans for SFCC/SFPSD Articulation Collaboration; Carl Perkins Legislation*	*Diane Garcia*
7.	*Adjourn*	

APPENDIX T : COUNSELOR'S ROLE

SANTA FE COMMUNITY COLLEGE/SANTA FE PUBLIC SCHOOL DISTRICT
Articulation Project

"COUNSELORS ARE THE KEY"

The Counselor's Role in Articulation

Articulation

Articulation is a process for coordinating the linking of two or more educational systems within a community to help students make a smooth transition from high school to the community college. It enables students to pursue educational or occupational goals while avoiding unnecessary repetition of courses. Articulation also gives students an opportunity to receive advanced standing in college programs and receive college credit for high school coursework.

The Counselor's Role in the Articulation Process

The primary role of the secondary counselor is to inform students and their parents about the opportunities available because of the articulation agreements which have been developed between Santa Fe Community College and Santa Fe Public School District. The involvement of counselors is critical because they assist students with class schedules, program decisions, and post-secondary planning.

The following are the responsibilities of counselors to their counselees relative to articulation:

1. *Utilize the articulation matrix to identify courses and programs which articulate.*

2. *Provide students and parents with information about the articulated programs which exist between SFCC and SFPSD.*

3. *Show students an example of the Articulation Application for Advanced Placement and explain that they must enroll at Santa Fe Community College within one (1) year of completing the articulated coursework.*

    **Tell freshmen and sophomores about the opportunities of this process when meeting with them to plan their high school program.*

    **Explain the articulation concept to junior and senior high students. Tell them about the time and money they may save when applying for advanced placement credits at SFCC. Tell them about the advanced skill training they will need as a worker in the next decades.*

    **Discuss the articulation agreements with parents.*

4. *Provide teachers with updated information concerning articulated programs including forms (Application for Advanced Placement).*

   Have <u>teachers</u> return the completed form to the counseling office.

   Give the student his/her copy of the form (last copy). Keep one copy for the student's cumulative file. Mail the remaining copy to SFCC with the student's official high school transcript.

5. *Follow up on students currently enrolled in vocational-technical programs who are eligible for articulation credits.*

REMEMBER, COUNSELORS ARE THE KEY!

APPENDIX U: ARTICULATION APPLICATION FORM

SANTA FE COMMUNITY COLLEGE/SANTA FE PUBLIC SCHOOL DISTRICT

Articulation Application
for
ADVANCED PLACEMENT

I. *Student Information* *Date*_____

*Student's Name*_____ *Soc.Sec. #*_____
Last First Middle

*Address*_____
Number and Street City State Zip

*Telephone Number*_____

*High School*_____ *Year of Graduation*_____

	Course Name	*Date Completed (Including Addl. Validation Req. i.e. portfolio, exam)*	*SFPSD Instructor Signature*
1.			
2.			
3.			
4.			

II. *This certifies that the above named student has satisfactorily met all performance standards outlined in the* _____
Name of Program
articulation agreement by completing the above-noted course(s).

_____ _____
Counselor-SFPSD *Date*

III. *SFCC Admissions and Records Office Use Only*

	SFCC Validation Course Req.	*Grade*	*Date Completed*	*SFCC Articulated Course*	*Signature*
1.					
2.					
3.					

	Date	*Signature*
*Interview*_____	_____	_____
*Other*_____	_____	_____

_____
Director of Admissions & Records

-- *THE ARTICULATION PROCEDURE IS DESCRIBED ON THE BACK OF THIS FORM* --
white copy: SFCC Admissions and Records; canary: student's SFPSD file; pink: SFPSD teacher; gold: student. 6/91

PROCEDURES FOR COMPLETING THE ARTICULATION APPLICATION

For The Teacher

1. *At the beginning of an articulated class, have your students fill out Part I of this form, except date completed and instructor's signature.*

2. *Explain to your students the articulation process and validation requirements that must be completed when they enroll at SFCC.*

3. *Inform students of additional validation requirements, i.e. portfolio or exam. Upon satisfactory completion of both coursework AND validation requirements, sign and date in Section I.*

4. *Submit the completed form to the high school counselor.*

For The Student

1. *After you finish your articulation course requirements, meet with your high school counselor to complete the information required in Section II, including the required signature.*

2. *Your high school counselor will give you the "student" copy (pink) of this application form. Keep your copy in a safe place.*

3. *When ready to attend SFCC, apply for admission to SFCC through the Admissions and Records Office. (You must begin validation requirements no later than one year after your high school graduation.) Bring your copy of the completed Articulation Application form so that a counselor can assist in identifying the course(s) for which you are eligible to enroll.*

4. *Once you have completed the required validation courses or other required procedures at SFCC, schedule an appointment with the Director of Admissions and Records to complete your articulation process. This will ensure that you receive full credit for the SFCC equivalent of the articulated courses you took in high school.*

For The High School Counselor

1. *Using the high school transcript, complete Section II with the student which will verify completion of required high school courses (USE ARTICULATION MATRIX to check). Sign and date.*

2. *Inform student he/she must begin validation requirements at SFCC within one (1) year of graduation.*

3. *Attach the student's official high school transcript to the white copy.*
   Mail to: Santa Fe Community College
   Office of Admissions and Records
   P.O. Box 4187
   Santa Fe, NM 87502-4187

4. *Retain the canary copy of this form in the student's cumulative file.*

5. *Return pink copy to instructor.*

6. *Give the gold copy to the student and remind him/her to retain in a safe place.*

BEST COPY AVAILABLE

PROCEDURES FOR COMPLETING THE ARTICULATION APPLICATION

For The Teacher

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APPENDIX V: BROCHURE

See following pages.

Leap into the Future

The Santa Fe Community College and Santa Fe Public School District Articulation Project is coordinated by Santa Fe Community College, Division of Instruction, 471-8200.

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SFCC is an affirmative action equal opportunity institution.

April 1991

Start now . . .

. . . Finish a Winner!

Articulation -- The Fast Track to Your Future

Did you know that some of your high school courses could earn you future college credits? Or advanced standing when you get to college? Or more money when you graduate from college? Santa Fe Community College and the Santa Fe Public Schools have matched certain high school courses with college credit courses to give you a jump on your future. The process is called "articulation."

The Future Can Be Now

Are you crazy about computers, cars, or radio and TV? Do you imagine yourself as a TV producer, a business person, or an architect? By taking courses in certain technical areas in high school, you can start turning your dreams into reality now. Here's how:

At your high school, if you take courses in these areas:

- Automotive Technology
- Business Education/ Secretarial Technology
- Communications Technology
- Computer-Assisted Drafting (CAD)
- Computer Science
- Drafting
- Electronics
- Hotel/Restaurant Management

At Santa Fe Community College you might:

- Bypass and get college credit for certain introductory courses
- Start your college program at a higher level

Start Now ... Finish a Winner

By taking advantage of high school courses that match certain SFCC college courses, you can save time and money.

- You may get SFCC credit for classes you take in high school. Courses you don't have to take in college means money you don't have to spend!
- You may be able to skip introductory courses at SFCC and start at a higher level.
- Best of all, you can increase your future earning potential! It's a well-known fact that a community college degree puts you ahead of the pack when it comes to salary. The average monthly salary of someone with an associate degree can be more than $500 a month higher than the salary of someone with a high school diploma.

Do It Now!

Don't wait for the future -- take control! Talk to your high school counselor or teachers about what courses are eligible for articulation. Just think -- you could be earning future college credits right NOW!

High School Counseling Offices

Santa Fe High School	989-5507
Santa Fe Technical High School	989-5524
Capital High School	989-5555

Santa Fe Community College

8. TERMINOLOGY RELATED TO ARTICULATION

Advanced Placement. Any arrangement that enables secondary students to receive credit for and bypass courses in a post-secondary program. The national AP program for academics requires that a student pay a fee and take a test. Advanced placement in vocational programs generally occurs when articulation agreements exist between secondary and post-secondary schools. These programs are often referred to as "time-shortened" programs because post-secondary credit is granted for accomplishments at the secondary level.

Advanced Skill Program. An articulation program that streamlines occupational program fundamentals in order to make room in the two-year post-secondary curriculum to teach more advanced technical skills than students would normally get in a traditional program.

Advisory Council (Articulation). A group comprised of key people from each participating institution who enhance communication between schools, attend council meetings, and make recommendations regarding the articulation process.

Applied Academics. Academic courses in science, math, and English, adapted specifically to technological programs at the secondary level.

Articulated Curriculum. Secondary and/or post-secondary courses of study that have been structured or restructured so as to avoid duplication of learning components and smooth transition from one level to the next.

Articulation. A planned process linking two or more educational systems to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning.

Articulation Agreement. A formal document which outlines (within a program) the articulation of courses/programs which states the specific requirements for articulation. It is a contract between the participating institution and is signed by administrators from all institutions.

Articulation Coordinator. An individual(s) (usually appointed from each participating institution) who oversees the articulation process.

Associate Degree. A two-year college degree granted by most community colleges. A minimum of 64 semester hours of earned credit is required.

Bachelor's (Baccalaureate) Degree. A four-year college degree granted by a college or university. A minimum of 128 semester hours of earned credit is required.

College Prep. High school courses designated to meet entrance requirements of four-year colleges and universities.

Community College. An accredited two-year institution of higher education established to serve a specific region. Educational services include career and vocational training, lower division college transfer programs, general education, and community education. A community college generally confers two-year associate degrees and awards one-year certificates.

Competency. An activity (cluster of skills and knowledge) that a person performs in an occupation that is both observable and measurable and that forms the basis for competency-based curriculum.

Competency-Based Curriculum. An educational program designed to teach clusters of skills and knowledge (competencies) a person performs in an occupation. Mastery of these competencies forms the basis upon which the student is evaluated and graded.

Concurrent Enrollment. A formal agreement between secondary and post-secondary institutions whereby high school students can receive both high school and college credits for courses taken at the college.

Curriculum (Occupational). A specific set of education courses or competencies designed to teach entry-level occupation-based skills and knowledge.

Elective Course. A course which is not required to complete a program but which may be selected because of interest or because it is recommended for its theoretical or practical content.

Instructional Council. The Santa Fe Community College faculty body which advises and recommends to the Dean of Instruction policies related to instruction. The council appoints ad hoc committees for specific functions including but not limited to academic standards, curriculum development, and student academic grievances.

Matrix. A document which delineates courses/programs that articulate, articulation methods, and requirements. It serves as a visual instrument by counselors and faculty for advising and is used in the preparation of articulation agreements.

Open-Entry/Open-Exit. A program, usually individualized, in which students may enter at several points in the school year and curriculum and may proceed to an exit point at their own pace.

Post-secondary Institution. In the context of this model, a community college, technical institute, or area vocational-technical school that delivers occupational training primarily for students who have completed high school.

Release Time. Time taken from an instructor's normal student-related contact assignments for other work (e.g., writing curriculum) during which a substitute teacher replaces the released instructor.

Required Course. A course that has been designated as necessary for completing an educational program or credential.

Reverse Articulation. A situation in which students enrolled in an institution normally considered to be at an advanced level return to an institution of education from which they usually would be expected to have graduated earlier. This may occur when certain post-secondary programs are offered at a secondary institution.

Secondary Institution. A high school or vocational school that delivers education/training primarily for grades 9-12.

Technical Task Force. Expert faculty selected from both secondary and post-secondary institutions, grouped by discipline, usesd to identify common competencies which exist between courses/programs taught at the secondary and post-secondary levels and who determine which courses are most likely to articulate.

Tech-Prep Program. A pre-technical program that provides a broad basic background in technology in order to produce better prepared students for entry into post-secondary technical training programs. The core curriculum at the high school level usually consists of preparation in the applied basics.

Time-Shortened Programs. Programs based on formal agreements between institutions, in which students are able to accomplish initial coursework during their secondary program so that the time they need to spend at a post-secondary institution is reduced.

Transfer Course. A lower-division collegiate course which may be earned in a community college but is transferable to a four-year institution to be accumulated with requirements of that institution.

Turfism. A defensive stance to protect what one perceives as one's private turf or territory (e.g., secondary versus post-secondary relating to primary ownership of programs or students).

Two-Plus-Two ("2+2" Articulation). A concept typically referring to a planned scope and sequence of coursework needed for successful employment in a particular occupational field. This is a four-year articulation plan in which the first two years are taught at the secondary level (grades 11 and 12) and the second two years are taught at the post-secondary level (grades 13 and 14). Since this is a four year program, exit points are usually built in along the way which permit students to exit the program after grades 12, 13, or 14 with a diploma, certificate, or associate degree.

Two-Plus-Two-Plus-Two ("2+2+2" Articulation). This is a six-year articulation plan in which the first two years are taught at the secondary level (grades 11 and 12), the second two years at the community, junior or technical college (grades 13 and 14), and the third two years at a four-year college or university (grades 15 and 16). Students may exit this program with either a diploma, certificate, associate degree, or bachelor's degree.

Vertical Articulation. Any linking of two or more educational programs or systems to help students move smoothly from one level of instruction to the next without experiencing delays or loss of credit.

ERIC Clearinghouse for
Junior Colleges
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